Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Vikings		Ancient Greece		Extreme Earth	
The Marble Crusher — Michael Morpurgo		Who Let the Gods Out? – Maz Evans		Running on the Roof of the World – Jess Butterworth	
Try out differUse an unders	ent pronunciations to aid standing of morphology o	and etymology to aid th	iem in reading unfamiliar	words (link to spelling st	crand)
 Listen to and Identify and r Read for a rai Know and rec Prepare poem Prepare poem 	emember common struct nge of purposes ognise some forms of poo s and playscripts to read s and playscripts to read	ural and language conv etry . aloud and perform, co . aloud and perform, co	entions in different text ty nsidering speed, volume a	ypes nd action	and word emphasis
 Answering of Clarifying: of Imagining: of Inferring: us Linking: ma Predicting: p Summarisin 	questions: answer quest usk questions to improve to the mean that and example textual details and example connections between to bredict what may happen summarise a text using	their understanding of a s and their situations aples to support inference exts in terms of plot, sim and explain using state	text es and explanations abou ilar characters, same auth	t a text's meaning or etc.	
	The Marble Crusher Word reading and and and and and a continue to be an unders and a lidentify and read for a rand and and and and and and and and and	The Marble Crusher – Michael Morpurgo Word reading and fluency Try out different pronunciations to aid Use an understanding of morphology of Continue to build a knowledge of unus Being a reader Listen to and discuss a range of fiction of Identify and remember common struct of Read for a range of purposes Know and recognise some forms of poor of Prepare poems and playscripts to read of Prepare poems and playscripts to read of Retell myths and legends focusing on the Reading comprehension Reading comprehension Answering questions: answer quest of Imagining: ask questions to improve the Imagining: ask questions to improve the Imagining: we textual details and exame the Inferring: use textual details and exame the Inferring: make connections between the Predicting: predict what may happen of Summarising: summarise a text using Understanding purpose and viewpoint	The Marble Crusher – Michael Morpurgo Word reading and fluency Try out different pronunciations to aid the decoding of unfam Use an understanding of morphology and etymology to aid th Continue to build a knowledge of unusual grapheme phoneme Being a reader Listen to and discuss a range of fiction, poetry, plays, non-fict Identify and remember common structural and language conv Read for a range of purposes Know and recognise some forms of poetry Prepare poems and playscripts to read aloud and perform, con Prepare poems and playscripts to read aloud and perform, con Retell myths and legends focusing on the themes Reading comprehension Answering questions: answer questions giving evidence from Clarifying: ask questions to improve their understanding of a Imagining: empathise with characters and their situations Inferring: use textual details and examples to support inference Linking: make connections between texts in terms of plot, sim Predicting: predict what may happen and explain using stated Summarising: summarise a text using the key points Understanding purpose and viewpoint	The Marble Crusher – Michael Morpurgo Who Let the Gods Out? – Maz Evans Word reading and fluency Try out different pronunciations to aid the decoding of unfamiliar, longer words Use an understanding of morphology and etymology to aid them in reading unfamiliar Continue to build a knowledge of unusual grapheme phoneme correspondences Being a reader Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text be Identify and remember common structural and language conventions in different text ty Read for a range of purposes Know and recognise some forms of poetry Prepare poems and playscripts to read aloud and perform, considering speed, volume a Prepare poems and playscripts to read aloud and perform, considering speed, volume, or Retell myths and legends focusing on the themes Reading comprehension Answering questions: answer questions giving evidence from the text in their response Clarifying: ask questions to improve their understanding of a text Imagining: empathise with characters and their situations Inferring: use textual details and examples to support inferences and explanations about Linking: make connections between texts in terms of plot, similar characters, same auth Predicting: predict what may happen and explain using stated and implied detail from the Summarising: summarise a text using the key points Understanding purpose and viewpoint	The Marble Crusher – Michael Morpurgo Who Let the Gods Out? – Maz Evans Running on the Ro Butt Word reading and fluency Try out different pronunciations to aid the decoding of unfamiliar, longer words Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling stem Continue to build a knowledge of unusual grapheme phoneme correspondences Being a reader Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Identify and remember common structural and language conventions in different text types Read for a range of purposes Know and recognise some forms of poetry Prepare poems and playscripts to read aloud and perform, considering speed, volume and action Prepare poems and playscripts to read aloud and perform, considering speed, volume, action, intonation, tone of Retell myths and legends focusing on the themes Reading comprehension Answering questions: answer questions giving evidence from the text in their response Clarifying: ask questions to improve their understanding of a text Imagining: empathise with characters and their situations Inferring: use textual details and examples to support inferences and explanations about a text's meaning Linking: make connections between texts in terms of plot, similar characters, same author etc. Predicting: predict what may happen and explain using stated and implied detail from the text Summarising: summarise a text using the key points Understanding purpose and viewpoint

- Recognise the viewpoint of the author
- Distinguish between fact and opinion when discussing viewpoint

Understanding text organisation:

- Identify how the layout in book and screen-based texts aids the reader
- Identify instances where structure and layout contribute to meaning

Understanding writers' use of language

- Discuss language which has captured their interest
- Select and discuss effective words and phrases e.g. figurative language
- Engage in a discussion on an author's use of language

Being a researcher

- Distinguish between fact and opinion in order to verify the accuracy and reliability of information
- Appraise the usefulness of a text for a task
- Use the strategies of skimming, scanning, close reading and key word searches to locate and select information

Progression of skills - Spoken Language

Speaking/listening

- Justify a view by giving reasons and evidence
- Tell a story which is clear, structured and detailed
- Use formal/ informal registers when appropriate
- Make notes when listening
- Recognise and analyse formal/informal registers when listening
- Ask relevant questions after listening to build understanding

Drama (primarily through production)

- Articulate clearly and project the voice
- Choose vocabulary and movement to match the place and time in a scene
- In a group, present their own play by learning lines, making props and creating simple sound and light effects

Discussion

- Use inclusion techniques in a group, e.g. questions, eye contact, people's names
- Address alternative opinions in discussion
- Take different roles in groups, e.g. leader, reporter, scribe, mentor

Year 4 English Reading Curriculum Map